

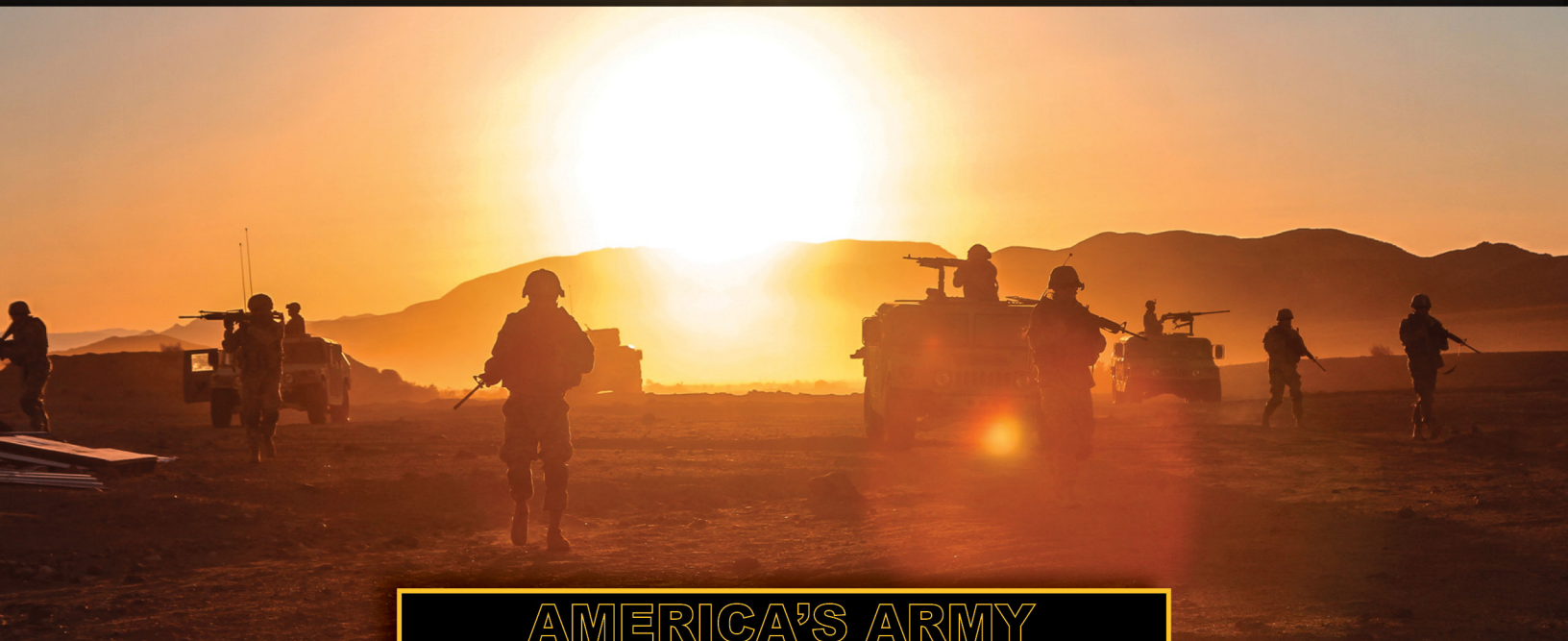


The Center for Army Profession and Ethic

Video Module

"MENTORS AS STEWARDS OF THE PROFESSION"

FACILITATOR GUIDE



**AMERICA'S ARMY
OUR PROFESSION**

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■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE's proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

An **Army Professional** is a member of the Army Profession who meets the Army's certification criteria of competence, character, and commitment.

Contact Information

Center for the Army Profession and Ethic
Bldg. 621 Wilson Road
West Point, NY 10996
845-938-0467

<http://CAPE.ARMY.MIL>

■ Table of Contents

Scope	1
Applicability	1
Suggested Delivery Method - Experiential Learning Model (ELM)	2
Terminal Learning Objective	2
Resources	2
Conduct	3
Summary	9
Appendix A: Video Transcription	10
Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development	12
Appendix C: Experiential Learning Model (ELM) Overview	16

Scope

This "*Mentors as Stewards of the Profession*" Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional's career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person's behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional's story.

Major Themes in this Video

Mentorship, Stewardship, Leadership, Professional development, Character, Courage

■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

■ Conduct

Concrete Experience

Facilitator Note: Precede Part 1 of "Mentors as Stewards of the Profession" video with an icebreaker or introductory question or statement. An example may be "How do Army Professionals make decisions?" Then show Part 1 of "Mentors as Stewards of the Profession."

Facilitator Tool: The full transcript of the "Mentors as Stewards of the Profession" is in Appendix A.

Publish and Process

Facilitator Note: Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

Summary: "Mentorship as a facet of leadership is probably the most important aspect of the Stewardship of the Profession that doesn't get the attention that it should," said COL Bircher. As a mentor, he explained how sharing advice and knowledge is helpful for the mentee as well as the mentor.

1. What are the facts (what is he saying)?
2. Who is the main individual involved in the video?
3. What factors affected COL Bircher's thinking or actions?

4. What were the implications for COL Bircher (what did he mean/ what did he learn)? Explain.
5. What is your reaction to his interview?

Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

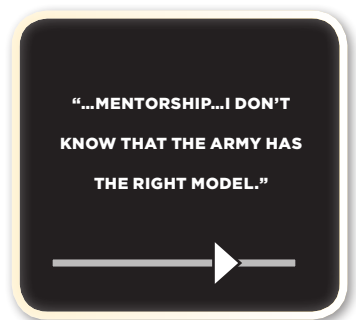
"Mentors as Stewards of the Profession" Part 1 (0:00 to 3:14) ***Discussion:***

COL Bircher struggles with the reduced effectiveness of the Army's mentoring program, and gives his insights to revitalizing it. How does what he says contribute to or detract from the Army Profession's essential characteristics? Specifically:

1. What would be the effects of his interview on "building Trust within the Army and with the American people"?
2. How did his expert knowledge (Military Expertise) play into his evaluation of mentoring in the Army?
3. What may be the effects of his decision on organizational morale and Esprit de Corps?
4. How is he acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show COL Bircher's professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. Have you had a mentor in the past or do you have one now? If yes, did the individual offer invaluable advice or guidance that influenced your decision-making process? Explain. Have you been a mentor? If yes, do you think your advice or guidance positively affected the individual? Explain.



2. Do you think the Army has the “right model” for mentorship? Why or why not? How would you configure a model for mentorship? What do you think would be the key components of a model?
3. How did the increased OPTEMPO of the war years affect those who wanted to be mentors? What can Army Professionals do to mitigate the OPTEMPO increase and the problems for mentors and mentees that it caused? Have you considered mentoring but felt that your schedule would not allow the time?
4. COL Bircher said the Army Research Institute conducted a study in 2001 that estimated 70 percent of the officers claimed to have mentors. In his informal survey, COL Bircher found that only three percent claimed to have a mentor. In addition to increased OPTEMPO, what other factors influenced the contrasting outcomes of the findings? Do you think an informal survey can have more accurate findings at times than a formal survey? Explain.
5. “Leaders have to be Stewards of the Profession,” said COL Bircher. Do you agree? Why is mentoring as a Steward important for the future of the Army Profession? Do you agree that mentoring as a Steward of the Profession “doesn’t get the attention that it should”? Explain. Why might someone looking for a mentor have a hard time finding one?

Generate New Information

Check on Knowledge

Facilitator Note: Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?
(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?
(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)
3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?
(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)
4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.
(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)
5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.
(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)
6. What moral implications occurred as a result of the actions taken in the video?
(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)

Present New Information

Facilitator Note: Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

Facilitator Note: *The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.*

Additional questions about the Concrete Experience for the students to ensure relevance:

1. How do Army Professionals that mentor demonstrate competence, character, and commitment?
2. Through mentoring, can an Army Professional demonstrate Military Expertise? Honorable Service? Explain.
3. Do you feel there is Trust between a mentor and mentee? Why or why not? How is Trust developed between mentor and mentee?
4. In what ways can mentors help mentees develop as Stewards of the Profession?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Mentors as Stewards of the Profession” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.*

"Mentors as Stewards of the Profession" Part 2 (0:00 to 1:46)

Discussion:

1. "Mentorship is best served when it's an informal process," said COL Bircher. Do you feel the process for mentorship should be formal or informal? Explain.
2. Do mentors have to be of higher rank? Why or why not? What are the characteristics of a good mentor-mentee relationship?
3. Other than information, what are other benefits of mentoring mentioned in the video?
4. COL Bircher stated that he worked with "some amazing mentors." Do you feel his positive experience with mentors in the past affects his leadership skills today? Explain. How is he giving that experience back to the Profession?
5. Explain why networking among Army Professionals is useful.
6. As the Army transitions into a new phase, do you think mentoring will become more of a priority? Why or why not?
7. What did you (the students) take away from this video?
8. How do you (the students) feel about the information presented in this video?
9. What will you (the students) do with this new information when you return to your organization?

Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

Facilitator Note: *Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.*



Assessment Suggestion: *You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)*

■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used his discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

■ Appendix A: Video Transcription

Part I

COL Bircher: My name is Chip Bircher. I'm an information operations officer currently in the Army—had been an information operations officer for about 15 years now. When I first got commissioned in 1989, I was commissioned from the Citadel, the military college of South Carolina, as an infantry officer and served my first tour at the 2nd Army Division Forward with the 1ST of 41st Infantry in Garlstedt, Germany. Deployed DESERT SHIELD and DESERT STORM, and then PROVIDE COMFORT. Mentorship has kind of been a pet passion of mine. But as I've studied it and as I've looked at it over the years, I've realized that mentorship...I don't know that the Army has the right model. (01:01)

On Screen Text:

“...Mentorship...I don't know that the Army has the right model.”

COL Bircher: Back in the—a few years ago, the Army decided to formalize a mentorship program, and under the department of the Army G-1, we created this Army mentorship page on AKO, and this is where you're going to go to get all of your information and be able to identify officers or even non-commissioned officers whom you want to have relationships with and learn from and it stagnated. So much so that the last time it was updated—the page was updated was in 2010.

On Screen Text:

“...out of 100 officers queried, three said they had mentors.”

In 2001, the Army Research Institute did a study on mentorship and they asked... surveyed officers... and 60 to 69, 70 percent of the officers said, “Yes, I have a mentor.” In 2010, as an instructor at the Command and Staff College, I did an informal survey, and out of 100 officers queried, three said they had mentors. (01:57)

COL Bircher: My study wasn't the most scientific, and I'm sure it would not stand up against an academic blind study or a blind peer review, but it kind of causes me to question what's happened. And I think over the period of time from 2001 to the present, leaders got busy... really busy. Just look at our OPTEMPO, look at the number of deployments, what we demand of folks, the work schedule, the harm that we put our Soldiers in every day. Leaders became busy. Over

On Screen Text:

“Leaders have to be Stewards of the Profession.”

the same period of time, the Army started a focus on Stewardship. Leaders have to be Stewards of the Profession. (02:44)

COL Bircher: Leaders have to be professionals. And we think about leadership and stewardship we almost default to resource management—how do we save money? How do we cut unit sizes? I think mentorship as a facet of leadership is probably the most important aspect of the Stewardship of the Profession that doesn't get the attention that it should. (03:14)

PART 2

COL Bircher: I'm not advocating for a formal process. All the literature out there will tell you mentorship is best served when it's an informal process. (00:11)

COL Bircher: With the Army Career Tracker that's available online now, you Junior officers and Junior non-commissioned officers and young Soldiers have the ability to go online and ask people to be their mentor. And it's a very simple process. And it creates the first step of the mentorship relationship. (00:31)

COL Bircher: It sets the conditions for contact. I'm fortunate. I've worked for some amazing leaders. I've also worked for some amazing peers and some amazing mentors. Some SGMs I've had—I've had the pleasure of knowing and currently, including those who are serving today, that I can go to and get great counsel and advice from... civilian leaders from SCS ranks down to GS7s who can give me advice and honest counsel. There's a group of about five or six MAJs, and there's three or four LTCs, whom I routinely ping and I routinely go to and say, "Hey, I'm thinking about... What do you think?" and are able to have that conversation with them. Now, what they get in return is a relationship with not just me, but also my network. (01:28)

COL Bircher: Those whom I know. And the Army is talking about transitioning from career management to talent management... the mentor/mentee role will become absolutely imperative if the Army really wants to affect talent management across the Force. (01:46)

On Screen Text:

"...mentorship...doesn't get the attention that it should."

On Screen Text:

"...mentorship is best served when it's an informal process."

On Screen Text:

"...it creates the first step of the mentorship relationship."

On Screen Text:

"..they get in return.. a relationship with not just me, but also my network."

Appendix B: **General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development**

Area: Army Profession and Army Professionals

Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army's expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army's resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

Esprit de Corps

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

Trust

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

Army Professionals' Competence, Character, and Commitment

1. Did the individual demonstrate his competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual's character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

Area: Army Ethic

Army Values and Warrior's Ethos/Service Ethos

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

Why and How the Army Provides Service (Fights, Supports, Defends)

1. Were there examples of upholding the Army's legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army's moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

Ethical Decision-Making

Recognize the Conflict

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

Evaluate the Options

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

Commit to a Decision

1. What responsibilities did the individual have to balance as he made the decision?
2. How did the individual choose a course of action out of the options available?

Act

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

Area: Professional Identity and Character Development

Moral/Ethical Maturity

1. What do the individual's actions say about his moral/professional identity?
2. Did the individual show that he understood the importance of being a "Professional Soldier?" If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who he was (identity) and what principles and values (character) he upheld in making decisions and taking action?
6. How might the individual's professional identity and character change/modify as a result of the event?

Moral/Ethical Strength

1. How might the individual's moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

Feedback/Reflection

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect his actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to his unit? How would you make decisions clear in ambiguous situations?
3. How will the individual's decision affect future decisions he may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

■ **Appendix C:** **Experiential Learning Model (ELM) Overview**

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

Concrete Experience

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

Publish and Process

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.